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ABSTRACT

Since 1990, the Utah State Legislature (in House Bill 170) has required that all Utah School Districts submit an annual performance report to the State Board of Education and the Legislature by January 15th of each year. This document serves as a guide in compiling information, designing, and publishing school district performance reports. Suggestions for the content, information sources, and reporting standards for the data elements are included. An extensive table lists each of the specific data elements recommended for inclusion in district performance reports along with ideas about where such data may be found and standards for reporting each data element. A model for reporting achievement test trend results is also provided. The appendix includes copies of several documents pertinent to the creation of district performance reports: (1) House Bill 170; (2) a list of individuals and organizations that collect district information pertinent to district performance reports; (3) a list of publications that may be useful in preparing district performance reports; (4) state education statistics for 1987-89; (5) Utah ACT performance for 1990-91; (6) Utah and National Advanced Placement Performance for 1991; (7) Course-taking patterns of Utah high school seniors in 1991; and (8) sample district performance report. (LAP)

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A HANDBOOK TO ASSIST UTAH SCHOOL DISTRICTS IN PREPARING DISTRICT PERFORMANCE REPORTS

THE UTAH STATE OFFICE OF EDUCATION

Jay B. Taggart
State Superintendent of Public Instruction

Steven R. Mecham
Associate Superintendent, Instructional Services

Prepared By:

The District Performance Report Committee

David E. Nelson, Chairman
Utah State Office of Education
Frank Cameron
Alpine School District
Gary Carlston
Logan School District
Max Jensen
Utah State Office of Education
Bonnie Morgan
Utah State Office of Education
John Ross
Utah State Office of Education
Devon Sanderson
Jordan School District

October, 1991

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FOREWORD

This publication, A Handbook to Assist Utah School Districts in Preparing District Performance Reports, has been developed to help Utah school districts compile and report pertinent information to their respective publics. The preparation of District Performance Reports on an annual basis is required by House Bill 170, passed by the 1990 Utah Legislature. All Utah school districts prepared and published performance reports last school year in compliance with the law.

In addition to the action of the legislature, there is broad-based support for the implementation of school district performance reports in the state of Utah. This support includes an initiative by the State Board of Education in this area as well as formal statements of support by the Utah School Superintendents Association and the Governor.

It is not the intent of this handbook to limit in any way what school districts feel is important to report to their publics. Districts should certainly communicate information which is timely and relevant whether or not such information is highlighted here. The focus of this handbook is on identifying several key statistical indicators which should have relevance to the public, policymakers, and educators. This handbook does address all information required by H.B. 170 for inclusion in district performance reports. Creative approaches to presenting narrative and other statistical information should definitely be pursued by Utah school districts.

A 1991 change in the law calls for district performance reports to be submitted to the State Board of Education, the legislature and parents by January 15 of each year.

This handbook was produced by the District Performance Report Committee, chaired by Dr. David E. Nelson.

Jay B. Taggart
State Superintendent of Public Instruction

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INTRODUCTION

House Bill 170, passed by the 1990 Utah Legislature and amended in 1991, requires that Utah school districts submit an annual performance report to the State Board of Education and the Legislature by January 15th of each year. Copies of the district performance reports are to be distributed to the residence of each student enrolled in the district. A copy of H.B. 170 is included in the Appendix to this publication.

In addition to the action of the Utah legislature, there is broad-based support for the implementation of school district performance reports in the state of Utah. The State Board of Educations has directed the State Office of Education to: "Provide models, training, and guidelines to enable all Utah school districts to prepare and distribute to the public, legislature, and the State Board of Education, an annual performance report."

The initiative by the State Board is also complimented in formal statements by the Utah School Superintendent's Association and the Governor. The Utah School Superintendent's Association has endorsed a position paper which, among other things, states that Utah school districts are committed to student assessment programs which include: "a reporting program which provides individual student achievement test information to parents, school test results to the school's community, and district-wide test data to the general public." The Governor, in a letter to district superintendents, has indicated that reporting to parents and to the public should be a critical activity to be accomplished by school districts. The Governor states: "This can be done effectively by

each school and district in the state by issuing an annual report card. Some of our schools are already doing this and can serve as a model for others."

Purpose and Organization of Handbook

The purpose of this handbook is to provide a resource for Utah school districts which will help them comply with the provisions of H.B. 170. **This edition of the handbook contains only minor changes from the previous edition. Those are made basically to update information on sources of material and are largely contained in the Appendix.** The handbook should be helpful in compiling information, designing, and publishing school district performance reports. The handbook has several sections which are all designed with this end in mind. Following this introductory section, the handbook presents suggestions for the content, information sources, and reporting standards for the data elements which might be included in district performance reports. An extensive table is provided which lists each of the specific data elements recommended for inclusion in district performance reports along with information about where such data may be found and standards for reporting each data element. Also provided is a model for reporting achievement test trend results. This model is based on hypothetical information but incorporates the standards of reporting practices suggested by this handbook for reporting achievement test results.

The appendix to the handbook includes copies of several documents pertinent to the creation of district performance reports as well as a table which identifies specific agencies and people to whom district staff may wish to direct inquiries while gathering

pertinent information for the creation of the performance reports.

The appendix also contains an example of a Weber District performance report. This report provides some excellent real world examples of how complex statistical information can be simplified and reported in an easy-to-read fashion.

Expanding Upon the Basic District Performance Report

It is not the intent of this handbook to limit in any way what school districts feel is important to report to their public. Districts should certainly communicate information which is timely and relevant whether or not such information is highlighted here. The focus of the handbook is on identifying some key statistical information which should have relevance to the public, policy-makers, and educators. The handbook does address all required information specified in H.B. 170. Creative approaches to presenting narrative and other statistical information should definitely be pursued.

TABLE 1

DATA ELEMENTS SPECIFIED BY H.B. 170 FOR INCLUSION IN DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT - Trend Data
   - A. District Norm-Referenced Test Scores
   - B. ACT Scores / Percent Taking Test
   - C. A.P. Scores / Number of Students Taking Tests / Number Passing
   - D. Criterion-Referenced Test Scores

II. STUDENTS
   - A. Enrollment Trends
   - B. Ethnic Distribution of Student Population
   - C. Attendance Trends
     1. A.D.A. (If Available)
     2. A.D.M.
   - D. Drop Out Rates and Trends

III. FISCAL INFORMATION
   - A. Revenue By Source and Total
   - B. Expenditures by Category and Total
   - C. Current Expenditures Per Student and Trends
     1. District
     2. State
     3. National

IV. STAFF
   - A. By Level (Number and Percent). Level = Elementary, Junior High, Senior High, and District Office.
   - B. Pupil/Teacher Ratios and Trends
   - C. Average Years of Experience of Professional Staff

V. CURRICULUM

A. Course-Taking Patterns (Trends Based on State Data)

VI. SCHOOL BUILDINGS

A. Number of Buildings by Level

B. Number of Year-Round Schools

C. Number of Extended Day Schools

VII. ASSISTANCE TO STUDENTS AND FAMILIES

A. Percentage of Free School Lunch Participants

B. Percentage of Students Who Receive Fee Waivers

C. Total Dollar Amount of Fee Waivers

D. Percentage of Students Whose Families Receive AFDC Funds

VIII. SUPPORT SERVICES - DISTRICT DISCRETION

A. School Lunch

B. Student Transportation

C. Maintenance

D. Security

TABLE 2

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT TEST RESULTS[1]						
Data Element		Sources of Information			Standards For Reporting	Comments
		District	State	Nation		
A.	Norm-Referenced Achievement Test Scores[2]	District, USOE and Publisher Score Reports	Available for Stanford 8 at Grades 5, 8 and 11	Test Publisher's Norms Booklets	Eventually, 3-5 years of trend data should be reported for the district contrasted to national and other relevant norms available.	The median national percentile rank is the most effective unit of measurement to report
B.	ACT Scores	District Edition of the ACT "High School Profile Report"	ACT "High School Profile Report" for state	ACT "High School Profile Report" for the nation	3-5 years of district, state, and national trend data based on ACT standard scores (1-36). Beginning with September of 1990, ACT began converting all average scores into the new "Enhanced" ACT Scale. Districts should be careful to make sure all trend information is in the new scale.	A useful companion statistic for ACT is the percentage of each graduating class taking the ACT. When possible, ACT performance should be reported for all subtests. Another informative and valid use of ACT results is to report results for students who have taken what ACT terms "core" preparation versus other students.

[1] See Exhibit 1 which presents a "Model for Reporting District Achievement Test Trend Results."

[2] Beginning with the 1991-92 School Year, it is recommended that districts report their Statewide Testing Program Results at Grades 5, 8 and 11.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

I. ACHIEVEMENT TEST RESULTS[1]					
Data Element	Sources of Information			Standards For Reporting	Comments
	District	State	Nation		
C. Advanced Placement Scores (AP)	College Board AP Reports for the district	College Board AP Reports for the state	College Board AP Reports for the Nation	3-5 years of district, state and national trend data describing the total number of students taking all AP tests for a given year.	The "percentage passing" (scores of 3 or above) is the most useful statistic to report. The number of students taking exams is also helpful in providing a context.
D. Criterion-Referenced Test Scores	District records based on USOE generated reports or district generated reports	USOE core assessment publications	Not available	2-5 years of district trend data based on the average percentage correct for each subject area or course being assessed.	State normative information is available in core assessment technical reports and special reports which will aggregate scores of all students tested statewide into a "state norm."

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

II. STUDENTS			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Enrollment Trends	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends	
B. Ethnic Distribution of Student Population	District Reports and "Supplement to the Annual Report of the State Superintendent."	Information describing the makeup of the student population for the most recent year.	
C. Attendance	District Reports	Five Year Trends	Average Daily Attendance is available only from district sources.
1. Average Daily Attendance			
2. Average Daily Membership	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends	Average Daily Membership is available from both district and state sources.
D. Drop-Out Rates and Trends	District Reports and "Supplement to the Annual Report of the State Superintendent."	Five Year Trends[3]	

[3]In 1992 a new system for dropout reporting will go into effect. Previous dropout data will, at this point, no longer be comparable with the new data.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

III. FISCAL INFORMATION			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Revenue by Source and Total	District Reports and "Supplement to the Annual Report of the State Superintendent."	Report information for the most recent year. Suggested categories: 1. Local property taxes 2. Investments 3. State Sources 4. Federal Sources 5. Other 6. Total	
B. Expenditure by Source and Total	District Reports and "Supplement to the Annual Report of the State Superintendent."	Report information for the most recent year. Suggested categories: 1. Instruction 2. Student Services 3. Instructional Staff 4. District Administration 5. School Administration 6. Business Service 7. Operation and Maintenance of Plant 8. Student Transportation 9. Central Services 10. Other Support Services 11. Non-Instructional Services 12. Facilities Acquisitions and Construction 13. Debt Service 14. Total	

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

III. FISCAL INFORMATION			
Data Element	Sources of Information	Standards For Reporting	Comments
C. Current Expenditures Per Pupil	District Reports and "Supplement to the Annual Report of the State Superintendent" for district and state information. Rankings of the States published by the National Education Association.	Information for the most recent year for which data is available should be reported. Districts, state, and national figures should be included where available.	

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TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

IV. STAFF			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Certificated Staff by Level	District Reports and "Supplement to the Annual Report of the State Superintendent."	Information for the most recent year that data is available. Reporting categories: 1. Elementary 2. Junior High/Middle 3. Senior High 4. District Office	"Certificated Staff" means full-time equivalent certificated personnel.
B. Pupil-Teacher Ratio	District records and "Supplement to the Annual Report of the State Superintendent" for district and state data.	Information for most recent year for which data are available. Pupil-teacher ratio should be based on figures including interns and resource teachers. District, state, and national comparative figures should be reported where available.	
C. Average Years of Experience of Professional Staff	District Reports and USOE special reports.	Information for the most recent year for which data are available.	Averages should reflect only experience in the educational profession.

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

V. CURRICULUM			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Course-Taking Patterns of High School Seniors	Reports to Districts from USOE based on the "Annual Survey of Senior Intentions and Accomplishments. State Information is also available in USOE reports.	Three to five years of trend data should be reported. The USOE special report provides a model for reporting this information.	This is an example of only one kind of curriculum-relevant information. Individual districts may wish to report a variety of information on the nature of their programs.

VI. SCHOOL BUILDINGS	
Data Element	
A. Number of Buildings by Level	
B. Number of Year-Round Schools	
C. Number of Extended Day Schools	

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

VII. ASSISTANCE TO STUDENTS AND FAMILIES			
Data Element	Sources of Information	Standards For Reporting	Comments
A. Percentage of Free Lunch Participants	This data is completed annually by the district for submission to Chapter 1.	Use exactly the same information which is submitted to the State Chapter 1 office.	
B. Percentages of Students Whose Families Qualify for Aid to Families with Dependent Children (AFDC)	This data is computed annually by the district for submittion to Chapter 1.	Use exactly the same information which is submitted to the State Chapter 1 office.	
C. Percent of Students and Dollar amounts of Fee Waivers	School/District Records		

TABLE 2 (Continued)

SOURCES OF INFORMATION AND REPORTING STANDARDS FOR DISTRICT PERFORMANCE REPORTS

VIII. SUPPORT SERVICES

Some districts may wish to report statistics concerning a variety of support services. Among the possibilities would be:

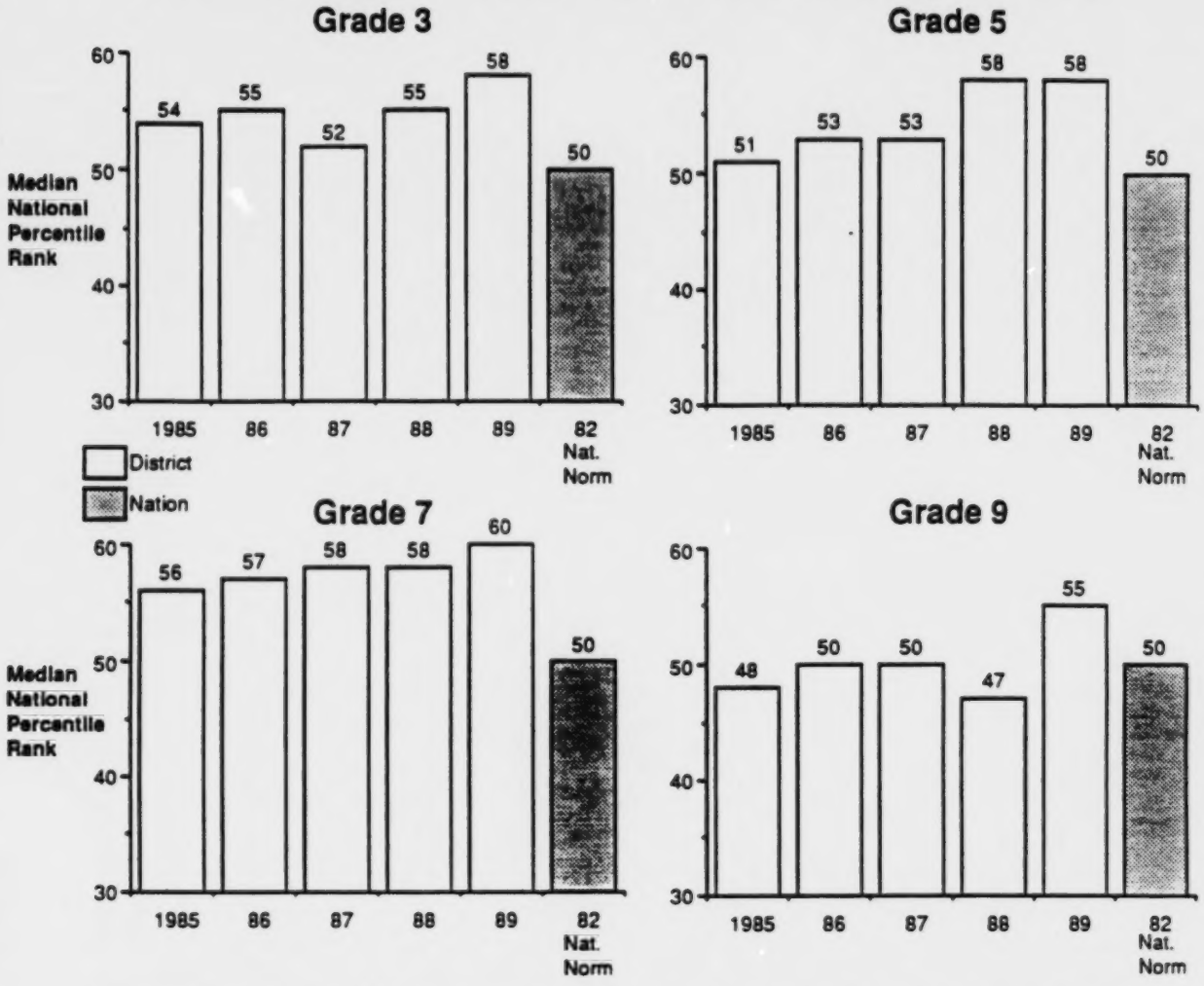
A. School Lunches Serves
B. School Bus Miles Traveled
C. Maintenance Projects and Expenditures
D. Costs Relating to Theft and Vandalism

E X H I B I T 1

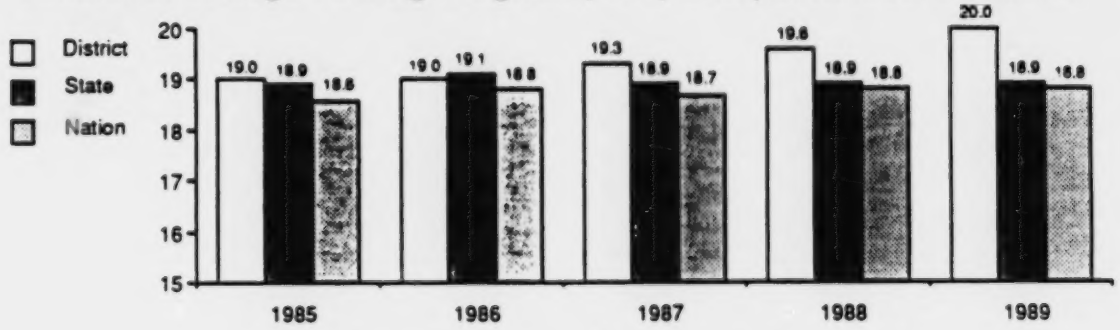
A Model for Reporting Achievement Test Trend Results[1]

[1]Results depicted are not actual data.

National Test of Basic Skills Total Battery Results



American College Testing Program (ACT) Composite Score Results



1988 ACT Results for Students Taking a Rigorous College Preparatory Curriculum vs. Other Students

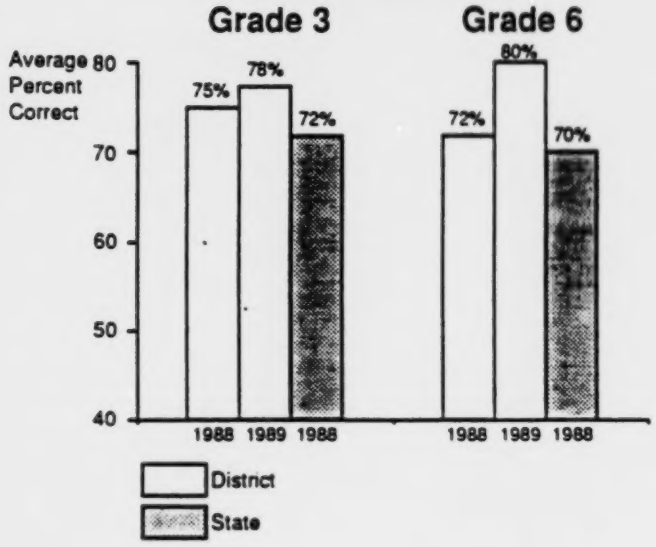
Type of Curriculum	District	State	Nation
Rigorous Curriculum	22.3	21.1	21.1
Other Students	18.1	18.1	17.1

Advanced Placement (AP) Results

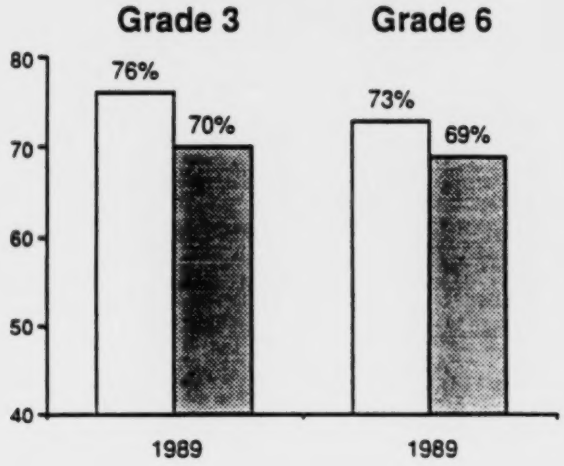
Year	District Exams Taken	Percentage of Students Qualified		
		District	Utah	Nation
1985	423	71%	67%	67%
1986	470	72%	68%	69%
1987	512	73%	67%	68%
1988	682	73%	71%	67%

Criterion-Referenced End-of-Level Test Results

Mathematics



Reading



L I S T O F A P P E N D I C E S

A. House Bill 170, 1990 Utah Legislature (As amended - 1991)

B. Individuals and Organizations that Collect District Information Pertinent to District Performance Reports

C. Publications Which May be Useful in Preparing District Performance Reports

D. State Education Statistics for 1987-88

E. Utah ACT Performance for 1990-1991

F. Utah and National Advanced Placement Performance for 1991

G. Course-Taking Patterns of Utah High School Seniors - 1991

H. Using Educational Indicators in Utah School District Performance Reports

I. Sample District Performance Report

APPENDIX A

SCHOOL DISTRICT PERFORMANCE REPORTS

1990

GENERAL SESSION

Enrolled Copy

H. B. No. 170 By Richard J. Bradford

Douglas J. Holmes

AN ACT RELATING TO PUBLIC EDUCATION; REQUIRING SCHOOL DISTRICTS TO DEVELOP AND ISSUE ANNUAL PERFORMANCE REPORTS; AND REQUIRING THE STATE BOARD OF EDUCATION TO DEVELOP AND PROVIDE MODELS, GUIDELINES, AND TRAINING TO SCHOOL DISTRICTS TO ENABLE DISTRICTS TO ISSUE PERFORMANCE REPORTS.

THIS ACT AFFECTS SECTIONS OF UTAH CODE ANNOTATED 1953 AS FOLLOWS:

ENACTS:

53A-3-601, UTAH CODE ANNOTATED 1953

53A-3-602, UTAH CODE ANNOTATED 1953

53A-3-603, UTAH CODE ANNOTATED 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53A-3-601, Utah Code Annotated 1953, is enacted to read:

53A-3-601. Legislative findings.

The Legislature recognizes broad-based support from the general public and the state's education community for school district performance reports. The Legislature further recognizes that a number of school districts are already committed to a reporting program that gives parents individual student achievement test information, that provides school test data results to the school's community, and that publishes district-wide test results for distribution to the general public.

Section 2. Section 53A-3-602, Utah Code Annotated 1953, is enacted to read:

53A-3-602. School district performance report -- Elements -- Annual filing.

(1) Each school district shall develop a district performance report providing for accountability of the district to its residents for the quality of schools and the educational achievement of students in the district.

(2) The report shall include the following statistical data:

(a) norm-referenced achievement test scores and trends by grade or subject;

(b) ACT scores, including trend data and the percentage of each graduating class taking the ACT;

(c) advanced placement scores, including numbers taking the tests and percentage who pass;

(d) criterion-referenced test scores, including trend data;

(e) enrollment trends;

(f) ethnic distribution of student population;

(g) attendance and drop out rates and trends;

(h) fiscal information, including revenues available to the district by source and total and the information required under Subsection 53A-1-301 (2) (d) as related to the district;

(i) expenditures by source and total;

(j) per pupil expenditures and trends;

(k) pupil-teacher ratios and trends;

(l) certificated staff by level and average years of professional experience;

(m) course taking patterns and trends in the high schools;

(n) number of buildings by level, number of buildings on year-round programs, and number of buildings on extended days;

(o) percent of free or reduced school lunch participants;

(p) percent of students and dollar amount of fee waivers;

(q) percent of AFDC families.

(3) School districts may include any other data in their reports which they feel is important to report to the general public.

Changed to Jan. 15 by the 1991 Legislature

(4) Each district shall issue its report annually, by ~~November 1~~.

(5) Each district shall file a copy of its report with the Legislature and the State Board of Education and have it distributed to the residence of each student enrolled in the district.

Section 3. Section 53A-3-603, Utah Code Annotated 1953, is enacted to read:

53A-3-603. **State board models, guidelines, and training.**

(1) The State Board of Education through the State Office of Education shall develop and provide models, guidelines, and training to school districts to enable each district to comply with Section 53A-3-602.

(2) The models and guidelines shall focus on systematic, simplified organizational analysis and reporting of available data.

(3) A school district is not restricted to using the models and guidelines developed by the board if it develops or finds a better approach for clearly communicating the data required under Section 53A-3-602.

APPENDIX B

Individuals and Organizations that Collect and Distribute Information Pertinent to District Performance Reports

Data Element	Organization	Contact Person and Telephone Number
ACT Scores	American College Testing Program Mountain Plains Regional Off. Cherry Creek Place I 3131 So. Vaughn Way Aurora, Colorado 80014	Mark Ruger (303) 357-3273
Advanced Placement Scores	The College Board 4155 East Jewell Avenue, Suite 600 Denver, Colorado 80222	Mary Nickerson (303) 759-1800
	Utah State Office of Education (USOE)	Keith Steck 538-7744
Utah Statewide Testing Program and Core Assessment Statewide Results	Utah State Office of Education (USOE)	Dave Nelson 538-7811
Student Enrollment & Attendance Information	Utah State Office of Education (USOE)	Deanna Timothy 538-7674
Fiscal Information	Utah State Office of Education (USOE)	Val Wiltsey 538-7670
Staff Information	Utah State Office of Education (USOE)	Camille Jemison 538-7671 Deanna Timothy 538-7674
Course-Taking Patterns	Utah State Office of Education (USOE)	Dave Nelson 538-7811
Chapter 1 Information	Utah State Office of Education (USOE)	Jay Donaldson/ Dick Burbidge 538-7724

APPENDIX C

Publications Which May be Useful in Preparing District Performance Reports

Publication	Source	
Utah Educational Quality Indicators - 1989	USOE	Dave Nelson
Utah Statewide Testing Program Results for the State, All Districts and All Schools	USOE	Dave Nelson
Supplement to the Annual Report of the State Superintendent of Public Instruction - Summary of Statistical and Fiscal Data - 1989-90	USOE USOE	Twila Affleck Hal Robins
ACT High School Profile Reports	ACT	
Advanced Placement Score Summaries	The College Board	
Course-Taking Patterns of Utah High School Seniors - 1984-1991	USOE	Dave Nelson
National Report on Students, Staffing and Finance (NEA, Federal Government, etc.)	USOE	Randy Raphael

APPENDIX D

State Education Statistics, 1988-89

Student Performance

	American College Testing Program (24 states)						Scholastic Aptitude Test (23 states)						High School Graduation Rate			
	1989 Score		1988 Score		Score Change		1989 Score		1988 Score		Score Change		1988		1987	
Alabama	17.9	(19)	18.1	(21)	-0.2	(13)	—		—		—		74.9	(23)	70.2	(36)
Alaska	17.9	(19)	18.4	(19)	-0.5	(28)	—		—		—		65.5	(43)	66.7	(42)
Arizona	19.0	(12)	19.3	(9)	-0.3	(22)	—		—		—		61.1	(48)	64.4	(46)
Arkansas	17.6	(25)	17.9	(25)	-0.3	(22)	—		—		—		77.2	(17)	77.5	(18)
California	—		—		—		906	(5)	908	(4)	-2	(17)	65.9	(42)	66.1	(43)
Colorado	19.6	(5)	19.7	(7)	+0.1	(6)	—		—		—		74.7	(24)	73.7	(27)
Connecticut	—		—		—		908	(4)	908	(4)	0	(9)	84.9	(7)	80.5	(10)
Delaware	—		—		—		903	(8)	899	(10)	+4	(3)	71.7	(32)	70.1	(37)
District of Columbia	—		—		—		846	(20)	839	(21)	+7	(1)	58.2	(50)	55.5	(51
Florida	—		—		—		887	(15)	890	(13)	-3	(19)	58.0	(51)	58.6	(50)
Georgia	—		—		—		847	(19)	848	(19)	-1	(14)	61.0	(49)	62.5	(48)
Hawaii	—		—		—		888	(14)	888	(15)	0	(9)	69.1	(38)	70.8	(35)
Idaho	19.1	(9)	19.3	(9)	-0.2	(13)	—		—		—		75.4	(22)	78.8	(14)
Illinois	18.8	(16)	18.9	(15)	-0.1	(6)	—		—		—		75.6	(21)	75.7	(22)
Indiana	—		—		—		871	(18)	870	(18)	+1	(5)	76.3	(19)	73.7	(27)
Iowa	20.1	(1)	20.3	(1)	-0.2	(13)	—		—		—		83.8	(5)	86.4	(5)
Kansas	19.1	(9)	19.1	(12)	0.0	(1)	—		—		—		80.2	(9)	82.1	(8)
Kentucky	17.8	(22)	18.2	(20)	-0.4	(26)	—		—		—		69.0	(39)	67.4	(40)
Louisiana	17.1	(27)	17.1	(27)	0.0	(1)	—		—		—		61.4	(47)	60.1	(49)
Maine	—		—		—		897	(10)	896	(11)	+1	(5)	74.4	(25)	79.3	(13)
Maryland	—		—		—		914	(3)	908	(4)	+6	(2)	74.1	(26)	74.5	(23)
Massachusetts	—		—		—		905	(6)	906	(7)	-1	(14)	70.0	(35)	76.5	(20)
Michigan	18.6	(18)	18.8	(17)	-0.2	(13)	—		—		—		73.6	(29)	74.0	(25)
Minnesota	19.7	(4)	19.9	(3)	-0.2	(13)	—		—		—		90.9	(1)	90.6	(1)
Mississippi	15.9	(28)	16.2	(28)	-0.3	(22)	—		—		—		66.9	(40)	64.8	(45)
Missouri	19.0	(12)	19.1	(12)	-0.1	(6)	—		—		—		74.0	(28)	74.4	(24)
Montana	19.8	(3)	19.9	(3)	-0.1	(6)	—		—		—		87.3	(4)	86.2	(6)
Nebraska	19.6	(5)	19.8	(5)	-0.2	(13)	—		—		—		83.4	(6)	86.7	(4)
Nevada	19.0	(12)	19.0	(14)	0.0	(1)	—		—		—		75.8	(20)	72.1	(32)
New Hampshire	—		—		—		932	(1)	933	(1)	-1	(14)	74.1	(26)	72.7	(30)
New Jersey	—		—		—		894	(12)	893	(12)	+1	(5)	77.4	(15)	77.2	(19)
New Mexico	17.8	(22)	18.0	(22)	-0.2	(13)	—		—		—		71.9	(31)	71.7	(33)
New York	—		—		—		890	(13)	889	(14)	+1	(5)	62.3	(46)	62.9	(47)
North Carolina	—		—		—		836	(22)	841	(20)	-5	(21)	66.7	(41)	67.8	(38)
North Dakota	18.7	(17)	18.7	(18)	0.0	(1)	—		—		—		88.3	(2)	88.4	(3)
Ohio	19.1	(9)	19.3	(9)	-0.2	(13)	—		—		—		79.6	(10)	80.3	(11)
Oklahoma	17.7	(24)	18.0	(22)	-0.3	(22)	—		—		—		71.7	(32)	72.6	(31)
Oregon	—		—		—		927	(2)	923	(2)	+4	(3)	73.0	(30)	72.8	(29)
Pennsylvania	—		—		—		886	(16)	886	(16)	0	(9)	78.4	(14)	78.7	(15)
Rhode Island	—		—		—		895	(11)	900	(9)	-5	(21)	69.8	(36)	71.1	(34)
South Carolina	—		—		—		838	(21)	838	(22)	0	(9)	64.6	(45)	66.9	(41)
South Dakota	19.4	(7)	19.8	(5)	-0.4	(26)	—		—		—		79.6	(10)	79.7	(12)
Tennessee	17.9	(19)	18.0	(22)	-0.1	(6)	—		—		—		69.3	(37)	67.8	(38)
Texas	—		—		—		877	(17)	879	(17)	-2	(17)	65.3	(44)	65.1	(44)
Utah	18.9	(15)	18.9	(15)	0.0	(1)	—		—		—		79.4	(12)	80.6	(9)
Vermont	—		—		—		905	(6)	909	(3)	-4	(20)	78.7	(13)	78.0	(16)
Virginia	—		—		—		902	(9)	902	(8)	0	(9)	71.6	(34)	74.0	(25)
Washington[1]	—		—		—		—		—		—		77.1	(18)	77.8	(17)
West Virginia	17.4	(26)	17.6	(26)	-0.2	(13)	—		—		—		77.3	(16)	76.2	(21)
Wisconsin	20.1	(1)	20.2	(2)	-0.1	(6)	—		—		—		84.9	(7)	85.4	(7)
Wyoming	19.4	(7)	19.5	(8)	-0.1	(6)	—		—		—		88.3	(2)	89.3	(2)
U.S. Average	18.6		18.8		-0.3		903		904		-1		71.1		71.7	

Note: Numbers in parentheses denote state ranks.

[1] Washington is neither an SAT nor an ACT state since it administers its own test.

(more)

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State Education Statistics, 1988-89 (Cont.)

Resources

	Average Teacher Salary				Pupil-Teacher Ratio				Federal Funds As Percent of School Revenues				Per-Pupil Expenditures			
	Estimated 1989		1988		1989		1988		1988		1987		1988		1987	
Alabama	$25,190	(37)	$23,320	(41)	18.7	(43)	19.3	(43)	11.8%	(2)	11.7%	(4)	$2,718	(48)	$2,573	(49)
Alaska	41,693	(1)	40,424	(1)	17.0	(26)	17.3	(29)	11.2	(5)	11.7	(4)	7,971	(1)	8,010	(1)
Arizona	28,684	(23)	27,388	(22)	18.2	(37)	18.6	(39)	7.9	(16)	9.0	(13)	3,744	(34)	3,544	(35)
Arkansas	21,692	(50)	20,340	(50)	15.7	(15)	17.1	(24)	11.0	(7)	11.5	(7)	2,989	(47)	2,733	(46)
California	35,285	(5)	33,159	(5)	22.7	(50)	22.9	(50)	7.3	(21)	7.1	(22)	3,840	(31)	3,728	(30)
Colorado	29,558	(17)	28,651	(17)	17.8	(34)	18.0	(33)	4.9	(39)	4.9	(38)	4,462	(16)	4,147	(18)
Connecticut	37,339	(3)	35,487	(4)	13.1	(1)	13.3	(1)	3.6	(50)	4.4	(45)	6,230	(4)	5,435	(5)
Delaware	31,605	(11)	29,573	(13)	16.4	(23)	16.1	(18)	7.6	(19)	7.7	(18)	5,017	(11)	4,825	(9)
District of Columbia	37,504	(2)	34,705	(2)	13.3	(2)	13.9	(2)	10.6	(9)	10.3	(11)	6,132	(5)	5,742	(4)
Florida	26,648	(30)	25,198	(28)	17.1	(28)	17.4	(31)	6.7	(26)	7.2	(21)	4,092	(25)	3,794	(25)
Georgia	28,038	(25)	26,190	(26)	18.5	(41)	18.7	(40)	7.3	(21)	7.5	(19)	3,434	(39)	3,374	(39)
Hawaii	30,778	(15)	28,785	(16)	21.1	(49)	21.6	(49)	13.2	(1)	11.8	(2)	3,919	(29)	3,787	(26)
Idaho	22,860	(44)	22,242	(44)	20.6	(48)	20.7	(48)	8.6	(13)	8.9	(14)	2,667	(49)	2,585	(48)
Illinois	31,195	(13)	29,663	(12)	17.1	(28)	17.2	(27)	5.2	(34)	4.3	(48)	4,369	(19)	4,106	(19)
Indiana	28,664	(24)	26,881	(25)	17.8	(34)	17.9	(32)	4.9	(39)	4.9	(38)	3,794	(32)	3,556	(34)
Iowa	25,884	(33)	24,847	(30)	15.8	(16)	15.6	(14)	5.1	(35)	5.2	(34)	4,124	(24)	3,808	(24)
Kansas	27,401	(27)	24,647	(32)	15.2	(12)	15.4	(12)	5.0	(37)	4.8	(41)	4,076	(26)	3,933	21)
Kentucky	24,920	(40)	24,253	(33)	17.8	(34)	18.2	(35)	11.7	(3)	11.6	(6)	3,011	(46)	2,733	(46)
Louisiana	22,470	(45)	21,209	(48)	18.2	(37)	18.5	(38)	11.2	(5)	11.5	(7)	3,138	(43)	3,089	(44)
Maine	24,933	(39)	23,425	(40)	14.6	(7)	14.9	(7)	5.9	(30)	6.4	(28)	4,258	(20)	3,850	(23)
Maryland	33,700	(8)	30,933	(8)	16.8	(25)	17.1	(24)	5.0	(37)	5.2	(34)	5,201	(9)	4,777	(10)
Massachusetts	31,670	(10)	30,295	(10)	13.7	(3)	13.9	(2)	4.4	(42)	4.9	(38)	5,471	(6)	5,145	(7)
Michigan	34,419	(6)	32,926	(6)	19.8	(45)	19.9	(45)	5.6	(32)	5.9	(31)	4,692	(15)	4,353	(14)
Minnesota	31,500	(12)	29,900	(11)	17.0	(26)	17.1	(24)	4.2	(46)	4.2	(49)	4,386	(18)	4,180	(17)
Mississippi	22,036	(47)	20,562	(49)	18.4	(39)	18.8	(41)	9.9	(11)	10.5	(10)	2,548	(50)	2,350	(51)
Missouri	25,981	(32)	24,709	(31)	15.9	(18)	16.2	(19)	5.9	(30)	6.3	(27)	3,786	(33)	3,472	(36)
Montana	24,414	(41)	23,798	(38)	15.8	(16)	15.8	(16)	7.9	(16)	8.5	(16)	4,246	(21)	4,194	(16)
Nebraska	24,203	(42)	22,683	(42)	15.0	(10)	15.1	(9)	7.2	(23)	6.1	(29)	3,943	(28)	3,756	(29)
Nevada	28,840	(22)	27,600	(21)	20.3	(46)	20.2	(46)	3.8	(49)	4.4	(45)	3,623	(36)	3,573	32)
New Hampshire	26,703	(29)	24,019	(37)	16.2	(22)	16.0	(17)	3.3	(51)	3.4	(51)	4,457	(17)	3,953	(21)
New Jersey	32,923	(9)	30,720	(9)	13.6	(3)	14.0	(5)	4.0	(47)	4.4	(45)	6,564	(3)	5,953	(3)
New Mexico	25,205	(36)	24,158	(36)	18.5	(41)	18.9	(42)	11.5	(4)	12.2	(1)	3,691	(35)	3,558	(33)
New York	36,500	(4)	34,500	(3)	14.9	(9)	15.2	(10)	4.5	(41)	4.8	(41)	7,151	(2)	6,497	(2)
North Carolina	25,650	(34)	24,900	(29)	17.5	(31)	18.2	(35)	7.6	(19)	7.9	(17)	3,368	(41)	3,129	(41)
North Dakota	22,249	(46)	21,660	(46)	15.4	(13)	15.6	(14)	8.9	(12)	9.4	(12)	3,519	(38)	3,437	(37)
Ohio	28,152	(20)	27,606	(20)	17.6	(33)	18.0	(33)	5.1	(35)	5.5	(33)	3,998	(27)	3,671	(31)
Oklahoma	22,000	(48)	21,630	(47)	16.5	(24)	16.9	(23)	6.0	(28)	5.6	(32)	3,093	(44)	3,099	(42)
Oregon	29,500	(18)	28,060	(19)	18.4	(39)	18.3	(37)	6.3	(25)	6.6	(25)	4,789	(13)	4,337	(15)
Pennsylvania	30,720	(16)	29,177	(14)	15.9	(18)	16.2	(19)	5.3	(33)	5.1	(36)	4,989	(12)	4,616	(11)
Rhode Island	34,233	(7)	32,858	(7)	14.5	(6)	15.0	(8)	4.4	(42)	4.5	(44)	5,329	(7)	4,985	(8)
South Carolina	25,060	(38)	24,405	(34)	17.2	(30)	17.2	(27)	8.5	(14)	8.9	(14)	3,408	(40)	3,237	(40)
South Dakota	20,480	(51)	19,758	(51)	15.4	(13)	15.5	(13)	10.9	(8)	11.8	(2)	3,249	(42)	3,097	(43)
Tennessee	25,619	(35)	23,785	(39)	19.3	(44)	19.6	(44)	10.5	(10)	11.1	(9)	3,088	(45)	2,827	(45)
Texas	26,513	(31)	25,558	(27)	—	—	17.3	(29)	7.8	(18)	7.1	(22)	3,608	(37)	3,409	(38)
Utah	23,023	(43)	22,572	(43)	24.5	(51)	24.7	(51)	6.2	(27)	6.1	(29)	2,454	(51)	2,415	(50)
Vermont	26,841	(28)	24,519	(33)	13.6	(3)	13.9	(2)	4.4	(42)	5.1	(36)	5,207	(8)	4,599	(13)
Virginia	29,056	(21)	27,193	(23)	16.1	(21)	16.3	(22)	—		—		4,149	(23)	3,780	(28)
Washington	29,176	(19)	28,217	(18)	20.4	(47)	20.2	(46)	6.0	(28)	6.3	(27)	4,164	(22)	3,964	(20)
West Virginia	21,904	(49)	21,726	(45)	15.1	(11)	15.2	(10)	8.1	(15)	7.4	(20)	3,858	(30)	3,784	(27)
Wisconsin	31,046	(14)	29,122	(15)	16.0	(20)	16.2	(19)	4.3	(45)	4.7	(43)	4,747	(14)	4,523	(12)
Wyoming	27,685	(26)	27,134	(24)	14.6	(7)	14.5	(6)	3.9	(48)	3.7	(50)	5,051	(10)	5,201	(6)
U.S. Average	$29,567		$28,088		17.4		17.6		6.3		6.4		$4,343		$3,977	

Note: Numbers in parentheses denote state ranks.
Source: Education Department.

APPENDIX E

UTAH ACT PERFORMANCE FOR 1990-1991

UTAH STATE OFFICE OF EDUCATION

Jay B. Taggart
State Superintendent of Public Instruction

Bruce Griffin
Associate Superintendent, Strategic Instructional Services

David E. Nelson
Coordinator, Evaluation and Assessment

By

David E. Nelson

September, 1991

Results for 1991 were recently released by the American College Testing Program (ACT). The performance of Utah students taking the ACT in 1991 was substantially higher than that of the national comparison group in English, reading, science reasoning and the composite score. The performance of Utah students on the ACT mathematics test was lower than that observed for the national group of test-takers. The 1991 results for the ACT included the five scores of the new or "enhanced" ACT (English, math, reading, science reasoning and the composite). Because of the transition to the new test, only English, math and the composite scores were available for 1990.

Between 1990 and 1991, the scores of both students in the national comparison group and Utah students fell on the English test. Utah scores remained stable at 19.7 on the mathematics test, while national scores increased from 19.9 to 20.0 for the same period of time. Utah scores remained stable on the overall or composite measure at 21.0 as did national performance at 20.6. Over the five-year period from 1987 through 1991, Utah ACT composite score averages have increased slightly, while national scores have declined.

The 1991 enhanced ACT also featured information on subscores for the English, reading and mathematics tests. Utah students scores higher than the national comparison group on all English and reading subscores with particularly strong showings in rhetorical skills and reading arts and literature. Utah students trailed the national group by small margins on all three math subscores.

The 15,991 Utah students who took the ACT in the graduating class of 1991 represented approximately 68% of the total number of students who graduated this year. The state of Utah continues to have a very high percentage of its graduating classes take the ACT. This high percentage of Utah students taking the test means that the Utah group

of ACT test-takers likely includes many lower-scoring students who would not elect to take the ACT in other states. Thus, the higher percentage of Utah students taking the test tends to depress the average scores for the state of Utah in comparison with other states or the nation as a whole where substantially smaller percentages of students take this test.

An extremely important finding from the 1991 Utah and national ACT results showed that those students taking a rigorous high school program (including at least four years of English, three years mathematics, three years of social studies, and three years of science in grades nine through twelve) scored at much higher levels than students not taking such a rigorous program. For example, Utah students from the graduating class of 1991 who did take the rigorous program had an average composite score on the ACT of 22.5. In contrast, those Utah students who did not take the rigorous course of studies had an average ACT composite score of 20.3. The impact of the rigorous curriculum is especially pronounced on the mathematics test where nearly two and one-half standard scale points separated those students who had had the intensive course preparation from those who did not.

An examination of the ACT scores of Utah male and female students taking the test in the graduating class of 1991 showed a continuation of previous trends. The magnitude of score differences was somewhat less than in the past. Utah female students scored higher on the English test while males scored higher on the mathematics, reading, science reasoning and the composite measure. Other studies conducted by the Utah State Office of Education have shown that the enrollment of young women in mathematics and science classes in high school is lower, on a percentage basis, than the enrollment of Utah males in these same courses. Certainly these differences in patterns of course taking account for some of the score differences noted on the ACT mathematics and science reasoning tests.

UTAH AND NATIONAL ACT SCORES

1990 AND 1991

TEST	UTAH		NATION	
	1990	1991	1990	1991
ENGLISH	21.1	20.6	20.5	20.3
MATHEMATICS	19.7	19.7	19.9	20.0
READING	N.A.*	21.9	N.A.*	21.2
SCIENCE REASONING	N.A.*	21.2	N.A.*	20.7
COMPOSITE	21.0	21.0	20.6	20.6

*N.A. denotes scores which were not available in 1990 due to the transition from the old ACT to the Enhanced ACT.

Utah score averages are based on all Utah students from the graduating class of 1991 taking the ACT on the five national test dates (15,991 students). National score averages are for all students in the graduating class of 1991 taking the ACT on the five national test dates (796,983) students).

ACT standard scores are based on a scale on which a particular student might obtain a low of 1 up to a high of 36.

ANALYSIS OF ACT SUBSCORES

1991

TEST	SUBSCORE	UTAH	NATION
English	A. Usage/Mechanics	10.4*	10.3
	B. Rhetorical Skills	10.7	10.3
Reading	A. Social Studies/ Science	10.7	10.4
	B. Arts/Literature	11.6	11.2
Mathematics	A. Pre Algebra/ Elementary Algebra	10.1	10.2
	B. Intermediate Algebra/ Coordinate Geometry	9.9	10.0
	C. Plane Geometry/ Trigonometry	10.0	10.1

*ACT subscores are based on a scale which ranges from 1-18 for an individual student.

1991 UTAH AND NATIONAL ACT SCORES FOR HIGH SCHOOL GRADUATES WHO TOOK A RIGOROUS PROGRAM* VERSUS OTHER GRADUATES

TEST	UTAH		NATION	
	Rigorous Program Students	Other Students	Rigorous Program Students	Other Students
English	22.1	19.9	21.8	18.8
Mathematics	21.3	18.9	21.6	18.2
Reading	23.4	21.1	22.7	19.6
Science Reasoning	22.5	20.6	21.9	19.4
Composite	22.5	20.3	22.1	19.1
Number of Students	5,273	10,351	387,404	374,976

*A rigorous program included at least the following in grades 9-12:

English: 4 years
Math: 3 years
Social Studies: 3 years
Science: 3 years

APPENDIX F

UTAH AND NATIONAL ADVANCED PLACEMENT PERFORMANCE FOR 1991

UTAH STATE OFFICE OF EDUCATION

Jay B. Taggart
State Superintendent of Public Instruction

Steven R. Mecham
Associate Superintendent, Instructional Services

David E. Nelson
Coordinator, Evaluation and Assessment

By

David E. Nelson

October, 1991

The College Board recently released both Utah and national statistics describing student participation and performance in the Advanced Placement program (AP). The Advanced Placement program, sponsored by the College Entrance Examination Board, is designed to assist high schools across the nation in meeting the needs of academically gifted students. AP accomplishes this by providing three basic services: First, the program assists high schools in developing college-level courses for the most academically talented students. Second, a national program of testing, scoring, and reporting is provided in the academic areas for which AP furnishes curriculum direction. Finally, test results are provided to colleges specified by students and serve as one basis for colleges granting credit for superior high school achievement by students. Thus, AP is an excellent means for students to earn a significant amount of college credit while still in high school.

Participation of Utah students in the AP program has been extraordinarily high since Utah became affiliated with AP in 1962. On the basis of examinations taken per capita, Utah is consistently the first-ranked state in the Advanced Placement program. Thus, a much higher percentage of Utah students take AP exams than in any other state in the nation. In 1991, 11,586 AP examinations were taken by 7,596 Utah students. This represents an increase in examinations taken of over 300% since 1982 for the state.

For 1991, Utah students continued to score very well on a variety of Advanced Placement examinations. Considering all examinations taken by Utah students who challenge the various AP tests, 70.2% of all exams written by Utah students received a qualifying score sufficient to earn college credit.

Both the extraordinarily high participation rate of Utah students, as well as the high level of performance of Utah students on AP tests continue to be an impressive accomplishment on the part of Utah students and schools in this national program.

Utah Advanced Placement Participation and Performance, 1982-91

Year	Total Students	Total Exams Taken	Percentage Qualifying	
			Utah	Nation
1982	2,329	3,094	64.3%	69.8%
1983	2,685	3,669	67.5%	70.3%
1984	3,355	4,695	67.1%	70.0%
1985	4,272	6,148	66.6%	67.2%
1986	4,738	7,010	67.8%	68.7%
1987	5,390	7,970	67.4%	67.7%
1988	5,831	8,954	70.7%	67.3%
1989	6,568	10,030	66.9%	65.3%
1990	6,585	10,126	70.8%	66.4%
1991	7,596	11,586	70.2%	64.0%

*Percentage of exams with a grade of 3 or higher

Source: The College Board

APPENDIX G

COURSE-TAKING PATTERNS OF UTAH HIGH SCHOOL SENIORS

1984 and 1991

UTAH STATE OFFICE OF EDUCATION

Jay B. Taggart
State Superintendent of Public Instruction

Steven R. Mecham
Associate Superintendent, Instructional Services

David E. Nelson
Coordinator, Evaluation and Assessment

By

David E. Nelson

October, 1991

Since 1984, the Utah State Office of Education has collected information on the course-taking patterns of high school seniors across the state. This has been accomplished through the state's annual survey of the intentions and accomplishments of Utah high school seniors. The following results document the course-taking patterns of Utah high school seniors for the graduating classes of 1984 and 1991. For 1991 the survey was completed by nearly 16,000 Utah high school seniors.

Table 1 profiles the percentages of Utah high school seniors who have taken selected specific courses. In general, the enrollment of Utah high school students in courses in the typical math sequence has risen substantially between 1984 and 1991. This trend is particularly strong for algebra II and geometry. However, at least slight increases were noted for every course between 1984 and 1991 in the mathematics area.

For the science courses which are profiled, chemistry showed an increase of over 11% in enrollment between 1984 and 1991. The increase in physics was 6%. As of 1991, biology is the state's most popular science course. However, no trend data are available for comparison purposes in this area.

A rather remarkable increase is the percentage of students taking a computer-related course. Here the enrollment grew from 28% in 1984 to 63.5% in 1991.

It is apparent that the Advanced Placement courses listed in Table 1 have enjoyed much higher levels of enrollment in 1991 than was true in 1984. This finding mirrors the most recent information from the College Board's Advanced Placement program in which over 11,000 Advanced Placement examinations were taken by Utah students during 1991. The most popular Advanced Placement area as of 1991 was the history/social studies area with 26.5% of Utah seniors taking a course in this set of subjects. This was followed closely by AP English with an enrollment of 25.5%.

Table 2 presents a profile of the percentages of Utah high school seniors taking at least two years, three years and four years of course work in each of eight major subject areas. The impact of state graduation requirements and college admission policies can clearly be seen in the pattern of percentages. This is particularly true in areas such as mathematics, English, science and foreign language.

An analysis of the course-taking patterns of male and female graduates of the class of 1991 shows that male graduates continue to take more courses in mathematics, science, and physical education than do female students. Specifically, slightly over 77% of the male graduates in the class of 1991 took three years of mathematics, while just over 73% of female graduates had this same level of mathematics preparation. In the area of science, 53% of male graduates had at least three years of courses compared to 46% of the female graduates. In analyzing specific courses, approximately equal percentages of male and female students took algebra I and algebra II. Higher percentages of male students took advanced algebra and trigonometry, however. In science, 39% of the males took a chemistry class compared to 36% of females. 26% of Utah's male graduates had a physics class, compared to 15% of females.

An overview of these findings indicates that the state and district graduation requirements which were put into place in 1984, along with heightened college entrance requirements, have had a substantial influence on the course-taking patterns of Utah students over the last seven years. In general, Utah students appear to be taking a more rigorous program of studies in 1991 than was true in 1984.

TABLE 1

COMPARISON OF PERCENTAGES OF UTAH HIGH SCHOOL SENIORS WHO HAVE TAKEN SPECIFIC COURSES FOR 1984 AND 1991

Course	1984	1991
Algebra I	78.7%	82.9%
Algebra II	48.2%	64.8%
Advanced Algebra	NA	36.4%
Geometry	48.3%	65.4%
Trigonometry	24.7%	34.7%
Biology	NA	82.1%
Chemistry	26.7%	37.8%
Physics	14.2%	20.2%
Computer-Related Course	28.0%	63.5%
AP History/Social Studies	15.6%	26.5%
AP English	21.0%	25.5%
AP Calculus	10.1%	12.9%
AP Science	10.8%	14.0%
AP Foreign Language	NA	6.3%
AP Music/Art	NA	13.1%
AP Computer Science	NA	3.7%

TABLE 2

GRADE 9 THROUGH 12 PROGRAMS OF STUDIES OF
UTAH HIGH SCHOOL SENIORS IN THE CLASS OF 1991

Subject Area	Percentage of Utah High School Seniors Who Have Taken at Least:		
	2 Years	3 Years	4 Years
English or Literature	98.3%	96.8%	87.3%
Foreign Language	55.2%	15.1%	5.5%
History/Social Studies	96.4%	80.4%	24.4%
Mathematics	97.5%	75.7%	36.1%
Science	93.7%	49.3%	17.1%
Art	45.4%	21.7%	10.9%
Music	28.4%	18.5%	11.6%
Physical Education	77.0%	45.4%	23.6%

APPENDIX H

USING EDUCATIONAL INDICATORS IN UTAH SCHOOL DISTRICT PERFORMANCE REPORTS[1]

[1]Adapted from Oakes (1986) Educational Indicators - A Guide for Policy Makers.

DEFINITION OF AN EDUCATIONAL INDICATOR

An educational indicator is a statistic about the educational system that reveals something about its performance or health. Like the odometer, speedometer, temperature, and fuel gauges in a car, educational indicators provide essential information about the system's current functioning, suggest whether good progress is being made, and warn of potential problems. Obviously, indicators do not tell everything about a system. Instead, they provide an "at a glance" indication of current conditions and may even augur future prospects.

CHARACTERISTICS OF INDICATORS

Educational indicators are designed to provide insight into the health and effectiveness of the system, and to be useful in the policy context. To meet these goals, a good educational indicator should satisfy both substantive and technical criteria.

CRITERIA FOR INDICATORS - SUBSTANTIVE

- Information that describes the educational system's **performance** in achieving desired educational conditions and outcomes.

- Information about **features of the system known to be linked with desired outcomes**.

- Information that describes **central features of the system**.

- Information that is **problem-oriented**. Indicators are needed that provide information about current or potential problems in the system.

- Information that is **policy relevant**. Indicators should describe educational conditions of particular concern to policymakers and be amenable to change by policy decisions.

CRITERIA FOR INDICATORS - TECHNICAL

- Indicators should measure **ubiquitous** features of schooling -- those dimensions that can be found in some form throughout the system.

- Indicators should measure **enduring** features of the system.

- Indicators should be **readily understood** by a broad audience of educators and policymakers.

- Indicators should be **feasible** in terms of time, costs, and expertise required to collect the relevant information.

- Indicators should be generally accepted as **valid and reliable** statistics. They should measure what they are intended to measure, and they should do so consistently.

APPENDIX I

SAMPLE DISTRICT PERFORMANCE REPORT

1990 REPORT TO THE COMMUNITY

Weber School District faces new challenges every day, from overcrowded classrooms and limited resources to the complexities of preparing young people for a rapidly changing world.

One of the most significant trends in recent years has been increased community concern and commitment to the importance of meeting these challenges. Experts agree: a successful nation depends on educated citizens. Recognizing that you are a vital member of the Weber School District team, we present this 1990 Report to the Community.

William M. Reese
Superintendent

WEBER SCHOOL DISTRICT TAKES A GIANT LEAP INTO THE COMPUTER AGE

Gone are the days when students learned to type in high school and saw their first computer in college. Today, the learning of computer skills must begin in elementary school. The 1990-91 school year marks a great technological leap for students in Weber School District because of Utah's "Technology Initiative" passed by the 1990 Utah Legislature. Since the legislative session ended, dozens of teachers and principals have worked together to develop a plan that will greatly increase students' basic skills and potential for post-high school employment through technology and computers.

Over the next four years, students will begin to receive computerized instruction in mathematics from Kindergarten through senior high school. All students will receive significantly more instruction and practice with computerized writing and communication in all grades. Teachers will have new tools for managing student learning and providing effective communication links to parents about the progress of their children. Students and teachers will be able to access public libraries, Weber State and other sources of information through computers in the schools. We are grateful to the Utah Legislature for their foresight in providing this exciting opportunity to catapult Weber students into the 21st century!

Significant investments have been made in computer technology over the past few years. The purchase last year of new equipment for the high schools had a domino effect. The result was a computer lab in every elementary school for the first time. In addition, every junior high acquired a writing lab and the junior highs and the high schools received new business labs.

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BUSINESS PARTNERSHIPS CONTINUE TO IMPROVE STUDENT OPPORTUNITIES

Parker Hannifin and Petersen Fabricators supply the machine tool department at Weber High School with equipment and professional expertise. In much the same way, Flameco works closely with teachers and students at Roy High School.

Golden State Casting (GSC) nurtures a fledgling company at Bonneville High where students become employees earning wages and completing work to the specifications of contracts they provide.

The Weber Basin Homebuilders Association takes the home construction program at Weber High School under its wing, sharing the experience and resources of its membership.

Iomega maintains a Visiting Scientist Program where scientists, engineers and computer specialists pair up with teachers to act as consultants, demonstrators and mentors in math, science and computer classes.

Williams International provides an Adopt-a-Counselor program that helps those working closely with young people understand the local job market.

When these companies decided to do more than just "talk" about education, they joined a growing number of local businesses who have opted to become part of the solution. Partners in Education, the latest approach to addressing some of education's needs, is a national effort to pair private industry with education for mutual benefit. The return on the investment is young people who have a deeper understanding of the business world and are better prepared for success in advanced training programs and on the job.

The PAL Program provides curriculum and instruction promoting higher level thinking and problem solving skills for the District's accelerated learners. During the 1989-90 school year, 750 students participated in the program. An additional 640 attended a special camp for gifted and talented students which was held at Weber High School in June.

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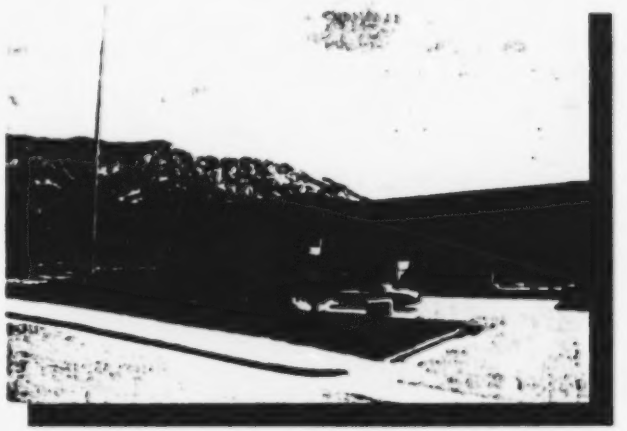
LEGISLATURE PROVIDES MUCH NEEDED RESPITE FROM TEXTBOOK PRESSURES

The textbook picture looks much brighter in Weber District now than it did at the beginning of the 1989-90 school year thanks to special help from the State Legislature.

Because of funding shortfalls over the past few years, textbook shortages had been growing at an alarming rate. Fortunately, the Legislature stepped in to help with special textbook appropriations in 1990. Weber District's share of this special funding was $583,000.

With these monies, the District has been able to replace some outdated books, provide one book per child in situations where students had been sharing books and augment the elementary school classroom libraries.

Although Weber District's textbook crisis is not over, the Legislature has given a much needed respite. Providing enough books for over 25,000 students will continue to be a pressing concern. On-going funding is vital for the District to keep pace.



This year saw the completion of a new addition to North Ogden Junior High. The District is proud of its maintenance staff which includes custodians, electricians, carpenters, carpet layers, painters, plumbers, cement finishers, roofers, welders, electronic service technicians and gardeners. They are responsible for the maintenance of over 200 million dollars in facilities including 37 schools with 1100 classrooms, 83 acres of roof, 500 acres of grass and over 100 acres of asphalt.

ABOUT WEBER SCHOOLS
VOL. 2 NO. 1 FALL 1990

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ABOUT WEBER SCHOOLS

Editor
Sue Westenskow

Layout/Design
Scott Wallis

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For more information, call (801) 476-7800

EARLY INDICATORS SHOW CITIZENSHIP/ATTENDANCE POLICY HAVING MARKED EFFECT

When seniors in the Weber School District flip the tassels of their mortarboards to the graduate side this coming spring, it's a sure bet they will have "made the grade" in more than academics. A new policy implemented at Weber, Bonneville and Roy high schools this fall requires students to earn citizenship and attendance credit as well as academic credit to meet graduation requirements.

Teachers and administrators are already reporting significant changes. It is anticipated that the average percent attendance for 1990-91 will reflect the impact of this policy.

"Attendance has returned to levels I haven't seen since I first started teaching over 24 years ago," reported Earl Henninger, Principal at Weber High School. "And students are saying they do better in school. I attribute this improvement to the increased instruction time. We're really excited about what we are seeing."

Average Percent Student Attendance	1985-86	1986-87	1987-88	1988-89	1989-90
Elementary	95.8%	96.0%	95.8%	95.5%	95.6%
Junior High	94.0%	94.2%	93.9%	92.8%	90.1%
High School	83.8%	79.8%	76.3%	77.2%	78.8%

Some days it seems like Weber District buses are everywhere on the roads of Weber County. In fact, our buses traveled 1,027,364 miles in 1989-90. This is the equivalent of going to the moon and back twice! "Buster", the talking school bus, joined the staff in 1990 visiting 19 elementary schools and teaching the children about bus safety.

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WEBER SCHOOL DISTRICT AT A GLANCE

FACILITIES

Weber School District represents a $200 million investment in facilities.

37 school campuses

- *25 elementary schools*
- *7 junior high schools*
- *4 high schools* (including the Weber and Ogden districts cooperatively run Washington High)
- *1 special purpose school* which houses alternative kindergarten, junior high and high school units for students with handicaps, profoundly and multiply handicapped students and English-as-a-Second Language classes.

Weber District Educational Center (District Offices)

Environmental Center

Warehouse Complex

Bus and Maintenance Shop

Eight elementary schools are run as effective facility use (EFU) schools, a model designed to combat overcrowded conditions without changing boundaries or moving to year-round school.

STUDENT POPULATION

Ethnic Profile - 1990-91	
Anglo	95.29%
Hispanic	2.50%
Asian	1.20%
Black	0.65%
American Indian	0.36%

Student Enrollment - 1990-91	
Elementary	14,272
Junior High	6,169
High School	5,045
Special Purpose School	374
Total Enrollment	**25,860**

PROFESSIONAL PROFILE

Certified Staff - 1989-90	
Elementary	617
Junior High	258
High School	255
Special School	32
District Office	
Administrators	16
Teachers	19
Total	**1197**

Average Years Experience
13.3 years

Educational Level	
Bachelor's Degrees	64%
Master's Degrees	35%
Doctor's Degrees	1%

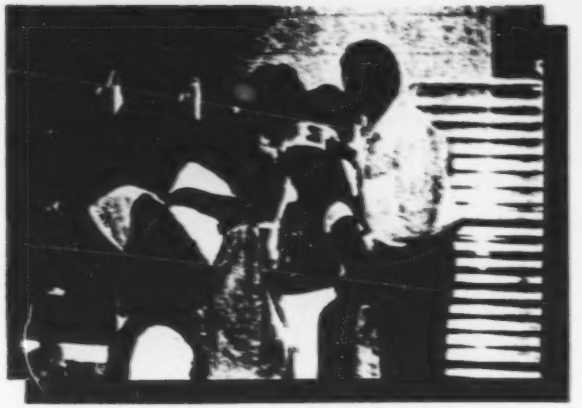
UNEVEN GROWTH CREATES CHALLENGES

Strong pressures will be placed on the secondary schools over the next few years as the "bubble" of students moving through the system enters the junior highs and high schools. Although the elementary school population as a whole is expected to remain relatively stable, uneven growth will continue to present unique challenges.

Rapid homebuilding and the influx of young families in some areas of the County and declining school populations in other more established neighborhoods will pose unique problems for those charged with ensuring maximum utilization of district resources and facilities. Boundary shifts and portable classrooms will remain viable options for addressing these problems.

Enrollment Trends

	1986-87	1987-88	1988-89	1989-90	1990-91
Elementary	13,813	14,028	14,118	14,106	14,272
Junior High	5,193	5,237	5,621	5,979	6,169
High School	4,853	4,822	4,995	4,979	5,045
Special School	370	291	323	304	374
TOTAL	24,229	24,378	25,057	25,368	25,860



Last year 2,985,267 meals were served to children in Weber School District. Thirty-seven unit managers plan and oversee the daily menus for 85 percent of the children in the elementary schools, 63 percents of junior high students and 45 percent of those in high school. Most cooking and all baking is done from scratch ensuring high quality, nutritionally sound meals.

The special needs of Weber District's 2,600 students with handicaps ranging from mild to severe are met by an excellent professional staff. In addition to serving these children ages three through twenty-one in the school system, the District also has a contract with the Health Department to provide services for infants and toddlers.

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FEWER STUDENTS DROPPING OUT

A higher percentage of Weber District students are graduating from high school than in other places in the state and nation. Last year, fewer dropouts were reported than at any time since statistics were first recorded.

Special alternative programs such as the P.M. High School, the Young Mothers Program and special classes at Washington High and Canyon View are to be credited with helping many young people stay in the system who might otherwise have dropped out.

History of High School Dropouts

School Year	# of Students Dropping Out	School Year	# of Students Dropping Out
1972-73	132	1981-82	116
1973-74	111	1982-83	81
1974-75	144	1983-84	65
1975-76	110	1984-85	58
1976-77	113	1985-86	95
1977-78	173	1986-87	78
1978-79	173	1987-88	57
1979-80	145	1988-89	66
1980-81	172	1989-90	42

MORE STUDENTS TAKING MATH

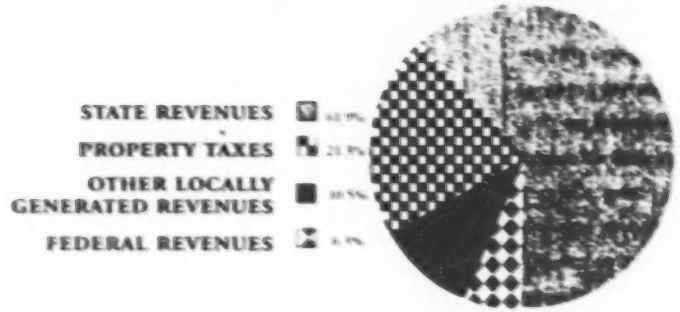
The strong emphasis on math both nationally and locally is paying off as Weber District experiences a dramatic increase in the number of high school students studying mathematics. While enrollment in science and social studies courses remains fairly constant, slightly fewer students are taking English because of a change in requirements a couple of years ago. Other areas which are experiencing growth are art and the vocational curricula, primarily due to some very strong programs which have been developed in the high schools.

Course Enrollments

	1987-88	1988-89	1989-90	1990-91
Art	29.6%	31.4%	40.0%	41.5%
English	85.3%	84.1%	79.2%	78.5%
Foreign Language	19.0%	26.3%	19.3%	19.7%
Math	61.7%	66.9%	78.0%	80.7%
Music	18.9%	18.3%	20.0%	22.9%
Science	54.5%	78.7%	62.7%	60.6%
Social Studies	74.2%	73.4%	75.0%	74.3%

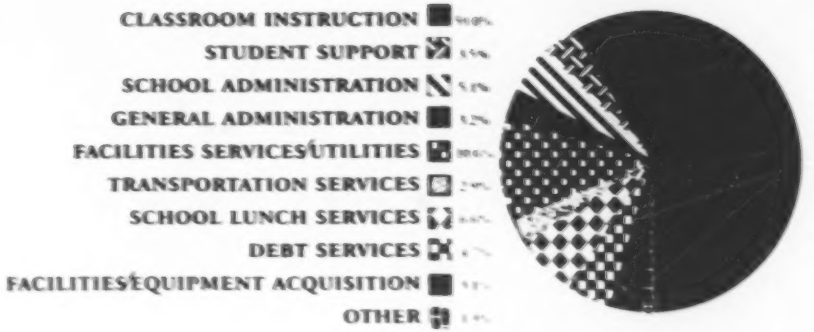
FINANCIAL STATEMENT

WHERE THE MONEY COMES FROM



1989-90 REVENUES $75,895,505

WHERE THE MONEY GOES



1989-90 EXPENDITURES $75,895,505

Average Cost Per Student - 1988-89

Weber $2,521
Utah $2,574
Nation $4,509

Average Cost Per Student - 1989-90

Weber $2,782
Utah ..... Not available yet
Nation ..... Not available yet

Asssistance to Students and Families - 1989-90

Percentage of Free and Reduced Lunch Participants 24.0%
Percentage of Students Whose Families Receive AFDC 10.3%
Percent of Students Receiving Fee Waivers 1.5%
Total Amount of Fee Waivers *$4,782*

Pupil/Teacher Ratios

Elementary

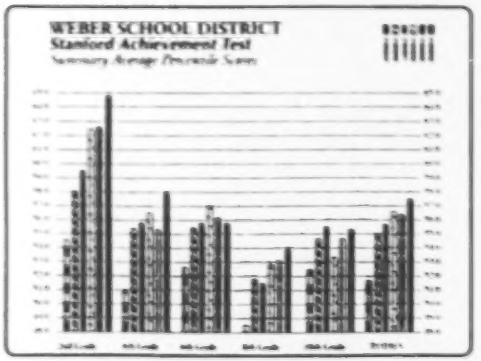
Kindergarten .. 1 to 26
1st - 2nd .... 1 to 24
3rd ..... 1 to 25
4th - 6th ..... 1 to 28
Junior High ..... 1 to 31.5
High School ..... 1 to 31.2

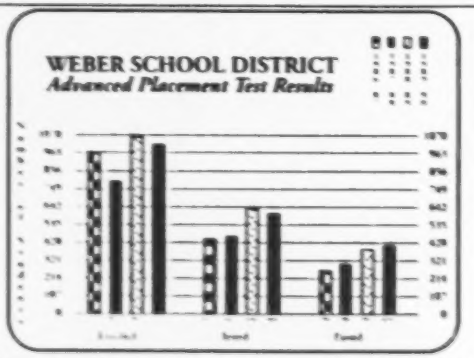
**NOTE: These are average ratios. Actual class sizes will vary.*

STUDENT ACHIEVEMENT CONTINUES TO IMPROVE

Last spring, students in grades two, four, six, eight and ten took the Stanford Achievement Test with excellent results. Every grade tested above the 50th percentile, which is the national average. And, with the exception of 6th grade, significant gains were made over the previous year's achievement levels.

Despite the fact that Utah has the largest classes in the nation and the lowest per pupil expenditures, our students continue to do well when compared with students from other states. Many factors contribute to this success including a sound basic curriculum, a competent teaching staff and supportive parents who send their children to school ready to learn.





Several options are designed to offer high school students challenging instruction in required courses. Advanced Placement courses are available in most subjects and annual AP exams administered by the College Board allow those students who achieve passing scores to receive college credit. Utah has the highest percentage of AP enrollees in the nation and Weber District students continue to show well in the annual testing.

Although Weber had slightly fewer students enrolled and tested in the AP program during 1989-90 than in 1988-89, there was an increase in the number of students passing the exams with an increase in the average score. Students passing AP exams earned approximately 5,028 quarter hours of college credit, reflecting a savings of $195,237 in tuition costs.

In October 1989, ACT (American College Test) introduced the Enhanced ACT Assessment, a revised program that is responsive to changes that have occurred in high school curricula and current expectations about the skills and knowledge students need for success in college. Because of changes in the internal structure of the tests, it is not possible to make a comparison of scores on the Enhanced ACT with scores from previous years.

Weber District has a larger percentage of students taking this test than either the state or national average. While this means that more of our students have intentions of going to college, the broader range of students makes it more difficult to raise the average score. Weber students scored above the national average in English and slightly below the national average in Math in 1989-90 testing.

American College Test
(ACT) - 1989-90

ACT Results

	Weber	Utah	Nation
English	20.7	21.1	20.5
Math	19.0	19.7	19.9
Composite	20.4	21.0	20.6

Percentage of Students Taking Test

Weber	Utah	Nation
66.3%	60.2%	56.8%

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